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ABSTRACT

The Mid-America Program for Global Perspectives in Education (MAP) was developed to prepare global curriculum materials, hold conferences for teachers, cooperate with other educational agencies, and help educational programs adjust to realities of a fast-changing world. Initiated in 1974 with a grant from the Lilly Foundation to the Social Studies Development Center (SSDC) at Indiana University, MAP focused on promoting global education in Illinois, Indiana, Kentucky, Michigan, and Ohio. Initial activities included a survey of social studies teachers' needs, preparation of a directory of resource personnel, and planning meetings with key individuals in each of the five states. Special efforts were made to work with the people in charge of social studies programs at the state level. MAP's activities from January 1975 through December 1978 include data collection and dissemination, distribution of a statement of MAP's purpose, improved communications through newsletters, development of teaching units, publication of papers aimed at clarifying goals of global education, attendance at state, regional, and national conferences, and publication of a resource bibliography. An evaluation performed by the Indiana Center for Evaluation in January 1978 found that MAP's activities and leadership were generally well regarded, but there was some concern about MAP's ability to understand local communities' needs. (AV)

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A REPORT FROM THE MID-AMERICA PROGRAM

1974-1978

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THE MID-AMERICA PROGRAM FOR GLOBAL PERSPECTIVES IN EDUCATION

SO 011 596

Bloomington, Indiana

1979

FOREWORD

The Mid-America Program for Global Perspectives in Education was launched in 1974. This pamphlet is a summary of a larger report which traces MAP's origins and describes its accomplishments and assesses its impact to date. While MAP staff and outside evaluators gathered the data and impressions which serve as a basis for these documents, the accomplishments cited in them are largely those of teachers and other educators in schools, in colleges and universities, in state departments of education, in state councils for the social studies and in other civic, business or educational agencies in five states—Illinois, Indiana, Kentucky, Michigan, and Ohio in particular—and in other similar agencies in other parts of the country. We thank them for enabling us to share in their efforts to improve global perspectives.

We greatly appreciate the many contributions to MAP's efforts made by the teacher associates and other colleagues in the Social Studies Development Center.

We are also grateful to Donald Robinson who prepared this summary, to the Lilly Endowment for providing major support for the period 1975-1978, and to the Kettering, the Longview, and the Mertz Foundations for their contributions to the Mid-America Program.

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THE MID-AMERICA PROGRAM

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Why the Mid-America Program Exists

Courses of study in our schools have failed to keep pace with the rush of events moving us toward greater global interdependence.

Problems of over-population, pollution of the biosphere, threats of exhaustion of key resources, and of atomic holocaust make citizens of this endangered planet increasingly dependent on the actions of one another. Grain shortages, oil prices, the multinational corporations, the incredible destructiveness of modern weapons, all draw the web of interdependence tighter.

The Paul Ehrlichs, the Robert Heilbroners, the Henry Steele Commagers, the Lester Browns and their colleagues continue to sound the warning of the crucial hazards of our global age. The Ernest Boyers, the Edwin Reischauers, the Robert Wards and others call for changes in education to more adequately reflect these conditions. The Mid-America Program has tried to help schools respond to these warnings and concerns by preparing global curriculum materials, staging conferences for teachers, cooperating with other educational agencies, and utilizing person-to-person contacts to help keep our education programs in step with the realities of our fast-changing world.

The need for the Mid-America Program has been dictated by our growing awareness of the urgency of worldwide problems, the increasing rapidity of change, and the imperative need to prepare the next generation to handle the problems of the global society. Global education, as defined by MAP, builds on earlier international education efforts, especially those of the 1950's and 1960's.

In the 1960's some schools did make curricular changes in response to the growing sense of globalism, especially an increased emphasis on the study of communism, the introduction of space age education, and a growing number of courses on the non-Western world. These efforts were a useful move away from parochialism, but few of them employed a fully global perspective.

The federal legislation spawned by Sputnik, beginning with the National Defense Education Act of 1958, encouraged various study centers and projects with an international focus. The curriculum projects had some effect on elementary and secondary school programs and some impact on commercial publishers.

Most of these efforts were focused on a single, limited topic or area, and unhappily many of them were short-lived. By the early 1970's a number of the special efforts had ended. Most were plagued by budgetary problems and concern for international studies in the schools seemed to be waning. But the need had not ended, and was noted again and again by international leaders.

UNESCO in 1974 adopted a *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms*. It sets forth a set of guidelines and goals which have been the focus in a number of international conferences and of numerous publications. Foremost among the recommendations was

> "an international dimension and a global perspective in education at all levels and in all its forms."

A widely proclaimed need and a slackening of special efforts characterized global education in the early 1970's.

The Beginnings of MAP

One of the few independent agencies for the promotion of international studies that did survive the '60's was the Center for War/Peace Studies (now the Center for Global Perspectives). Late in 1973 the director of this center initiated a series of meetings that led to the funding by the Lilly Endowment of a planning grant to explore and make recommendations for a program to improve global perspectives education in mid-America. A planning committee prepared a rationale and strategy statement which was approved by the Lilly Endowment. Funding was forthcoming and in January 1975 the four year MAP program under Lilly Endowment sponsorship began. It should be noted here that although the Lilly support has ended, the MAP activities continue on a smaller scale under the wing of the Social Studies Development Center at Indiana University, where MAP has been located since its inception.

The underlying purpose behind MAP has been to create conditions and circumstances in the five states of Illinois, Indiana, Kentucky, Michigan, and Ohio, that will encourage continued emphasis and improvement in global education into the 1980's, with or without support from the Mid-America Program.

The goals of the Mid-America Program are listed in the original proposal and in the Evaluation Report. They include:

1. Clarifying definitions, goals, and concepts of global perspectives education.
2. Improving communications and resource sharing among agencies and individuals interested in global education.
3. Mobilizing resources and identifying opportunities for participation by teachers or students in efforts to improve global education.
4. Strengthening leadership in educational agencies which are or should be involved in global education.
5. Recruiting more graduate students and teachers for additional training and research in global education.
6. Increasing the number and quality of cooperative ventures designed to achieve one or more of the above objectives.

One of the early MAP efforts to identify opportunities and concerns was a survey of the in-service needs of social studies teachers in Indiana. The survey, like almost all of MAP's activities, was a joint venture; this one with the Indiana Department of Public Instruction, Ball State University, and the Indiana Council for the Social Studies. The study not only helped MAP to better understand the concerns of Indiana teachers, it also provided technical assistance to people in the state department of education on a project which they considered especially important.

Another MAP activity designed to identify opportunities involved the preparation of preliminary listings of individuals, agencies, and programs in each of the five states in the MAP area. These listings were prepared either by commissioning an individual who was knowledgeable about the state or by convening a group of persons

from a particular state to "brainstorm" possible entries in such a directory.

In addition to preliminary directories of state resources, the MAP staff collected:

—Membership lists and directories of organizations such as: The International Studies Association, American Political Science Association, The Society for Citizen Education in World Affairs, international contacts on college campuses, Area Studies Association, State Councils for the Social Studies, and other similar groups.
—Information on international trade in the five-state area served by MAP.
—A catalogue of national, regional, and local organizations with programs in world affairs.
—Data on schools, school enrollments, expenditures, and sources of support.

Finally, MAP jointly sponsored a series of planning meetings with key individuals in particular states. The general questions discussed at each of these meetings were, "What are the most important steps that need to be taken in this state to help promote global education? Who is in the best position to take these steps? and, How can MAP help?"

In Michigan, for example, the planning group concluded that the highest priority should be given to the development and dissemination of global education guidelines which were to be adopted by the State Board of Education. Such guidelines were to complement ESEA Title IVC global education projects in four Michigan school districts.

In Illinois, the State Department of Education was in the midst of reorganizing and establishing a series of regional service units. For them the highest priority was to have MAP help train a group of teachers to serve as global education resource persons who could be called upon by the coordinators in the regional centers.

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In Indiana the most pressing need was for a state-wide conference on global education to call attention to the importance of that curricular area. MAP support was enlisted for both the planning and support of the conference.

The Kentucky group decided that a state-wide series of one-day workshops to introduce *Kentucky and the World* was its top priority.

In Ohio, no effective state-wide plans were possible for numerous reasons which are irrelevant to this report.

As important as what was done was the fact that in each case, MAP helped the state planning group to do what *it* considered to be important.

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Building Contacts and Linkages

Building the contacts and linkages necessary for a project to be effective usually consumes a considerable portion of time and substantial expenditures of resources. MAP had two distinct advantages which made it possible to shorten this phase considerably. First, while MAP was new to the field, its director was not, having been active in the global education arena for more than twenty years. James Becker already had an international reputation as "the person to see" on matters pertaining to global education. His leadership of the North Central Association's Foreign Relations Project, the Foreign Policy Association's School Program, and the Ford Foundation's National Diffusion Project had clearly established him as a leader in the global education movement. Thus it was possible for MAP to avoid the start-up problem of having clients ask, "Who are those folks, anyway?"

MAP's second advantage came from being located in the Social Studies Development Center. SSDC was established at Indiana University in 1968 to serve as a developer of social studies curriculum materials as well as to serve a linkage function between the university and the public schools of the state. By the time MAP began, the

Center already ranked among the top two or three such social studies centers in the nation. Previous Center projects had resulted in a well-developed network in the general area of the social studies. To MAP's advantage, it became "another project of the Social Studies Development Center." While it is difficult to estimate the worth of such an affiliation, it without question aided greatly during the early months of the project. It should also be noted in passing that the National Diffusion Project which Mr. Becker had directed just prior to MAP had made its own contribution to the reputation of the Social Studies Development Center.

Identifying Co-Workers and Clients

Prior to launching a drive to identify and establish a relationship with its clients, a project must first determine who those clients are, what efforts they are already making in the area of project concern, and what they see as most needed to advance the field. Unlike many projects which set out to establish themselves as the new leaders in a given field, MAP's notion that change is the accumulation of day-to-day decisions on the part of people in the system, dictated that its clients be those persons already "in place" in positions where such decisions were made. In MAP's five state region of influence, such persons were the social studies specialists in the state departments of education, the executive directors in the state social studies councils, key individuals in school systems and in colleges and universities, and persons on the staffs of other global education projects. MAP was interested in and willing to work directly with teachers, but with a small staff, limited resources, and a desire to reach a substantial number of schools, efforts had to be with and through other educational organizations and agencies. In some cases the MAP staff already had well developed ties with persons in the state departments of education and social studies councils.

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With such persons a simple phone call alerted them to the new project and began discussions of how they might work together. However, since this was not always the case, some contact and linkage building and priority-setting activities were in order.

The development of the resource directories, discussed earlier in this report, also served as a means of strengthening project contacts with the persons who assisted in compiling the directories. Illinois is a good example of how this worked. At a meeting in Springfield, Illinois, in April, 1975, involving teachers, state department of education personnel, the executive secretary of the Illinois Council for the Social Studies, college professors, representatives from the media, the Chicago Council on Foreign Relations, and other groups, the group compiled a list of over one hundred individuals, special projects, and organizations in Illinois with an interest in global education. Thus the "mapping of the field" in terms of existing local resources also served as an effective way to build ties to important persons at the state level.

Working with State Associations and Agencies

One of the early steps taken by the MAP staff involved contacting the persons in charge of programs for the social studies councils in each of the five states in the MAP area. As a result, during the period from the summer of 1975 through the summer of 1978, the staff returned to these states for presentations at council meetings. The typical format of such presentations involved a description of the MAP project, a brief discussion of the importance of global education, the distribution and demonstration of MAP materials, and a discussion of other ways that MAP could be helpful in that state. Making presentations at professional meetings is both time-consuming and expensive, but in

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terms of making new contacts and for "getting a feel" for what the people in the field want, there is no substitute.

Special efforts were made to build linkages with people in the state departments of education in Michigan, Ohio, and Kentucky. Early contacts with the State Social Studies Specialist in Michigan made it clear that support of the State Superintendent of Education was crucial if the state department was to participate actively in the global education effort there. On the basis of that advice the MAP director and associate director met with the Michigan State Superintendent to explain the project and explore how MAP might best assist the Michigan efforts. During the meeting the State Superintendent indicated that his top priority was the state's competency based testing program. When the MAP team was unable to furnish a widely accepted set of global education competencies that would fit into this program, it appeared that the state department would play little more than a passive role in state-wide or regional efforts to improve and expand global perspectives. This turned out to be a false assumption.

The Activities and Accomplishments

A brief year-by-year summary is perhaps the best way to provide the reader with a sense of the flow of MAP activities. By citing goals and strategies which gave direction to the project and describing "what led to what," one gets a sense of why certain activities were undertaken and of their impact. In a project where a major strategy was to capitalize upon already scheduled events, it was important to fit project activities into existing calendars rather than for MAP to create still another series of conferences and workshops. That strategy also required a longer than normal start-up phase, during which key people and events were identified and plans made for cooperative efforts.

January, 1975-June, 1975

During the first six months of the project the director and the administrative assistant devoted only 50% of their time to MAP. During those early months four types of data gathering were undertaken. A survey of the in-service needs of Indiana social studies teachers, which had been initiated prior to MAP, was completed. The first drafts of the state directories were developed. Directories and membership lists from other organizations were collected,

and educational statistics of the five states were compiled. A survey of study-abroad opportunities was prepared. In short, while the MAP director already had extensive knowledge of global education resources, it was important to quickly identify resources, needs, opportunities, and key people in the five state area MAP would serve.

During this period, reflecting MAP's concern for the need to clarify the nature of problems and issues associated with seeking improvement in global education, initial work was undertaken on the major conceptualization paper to be developed by Professor Lee Anderson. In retrospect, the projected time-line for this task proved much too optimistic, since the final version of the report was not completed until December, 1978.

A statement of purpose, which would later undergo two or three revisions, was developed and hundreds of copies were distributed. Announcements of MAP's creation appeared in numerous journals and newsletters, and word of the new project quickly spread through the informal network.

Arrangements were made to open a part-time MAP office at the newly created International Center of Indianapolis, and several meetings were held there during the first year of the project.

During this start-up phase, the MAP director began making presentations and conducting workshops at professional meetings. He also helped plan and participate in a three-hour state-wide (Indiana) teleconference on global education featuring the Lieutenant Governor and the State Superintendent of Public Instruction.

Perhaps the most unusual characteristic of this early period of the MAP project was the extent to which the emphasis was placed upon finding out what was needed, what others were doing, and what others could do.

July, 1975-December, 1975

In July the director and administrative assistant began devoting their full attention to the project, along with a full-time associate director. The preliminary data-gathering activities undertaken during the first six months of the project made it possible for the level of project activity to be escalated rapidly.

A number of activities were conducted in the general area of improving communications in the field. A special issue of *News and Notes in the Social Sciences*, a regular publication of the Coordinator for School Social Studies at Indiana University, was devoted to global education. Two special bibliographies of global education materials were developed, and MAP jointly sponsored and conducted a state-wide global education conference for Indiana teachers. In addition, seven presentations were made at state social studies council and other professional meetings. The MAP director worked with Prime Time School Television in Chicago in planning a special mailing to 100,000 teachers announcing a three-hour program on foreign affairs. A final activity in this area was a two-day meeting involving key people from Indiana and Illinois to plan future activities in those states.

In the area of resource mobilization and sharing, MAP undertook a number of activities. Perhaps the most unusual was a joint project with the *Peoria Journal Star* to develop a unit illustrating how the newspaper could be used to demonstrate a community's links to the rest of the world. MAP worked with Sallie Whelan, the *Star's* director of educational services, in revising the manuscript for the teaching unit, the original draft of which was written by three teachers in the Peoria area. The unit was then printed and sold by the *Star*. In addition, MAP distributed 350 copies. The unit proved so popular that a second printing was made, and by early 1978 that, too, was sold out.

Through MAP's efforts, Miss Whelan made presentations describing the *Peoria and the World* project at the National Conference on Citizenship in Kansas City in September, 1976, and at Illinois Council for the Social Studies meetings. An article by Miss Whelan also appeared in the January, 1977, issue of *Social Education*, giving further visibility to the project. *Indy and the World*, produced by the *Indianapolis Star*, was a direct spin-off of the Peoria project and offers a good example of how MAP attempted to help good things ramify.

During this period MAP staff made two trips to the Quad Cities area to help their World Affairs Council and the Committee on Public Service in International Affairs of the University of Illinois plan their annual world affairs conference. Similar cooperative planning got underway with the Council on International Educational Exchange, Youth for Understanding, and the UNESCO Associated Schools Project.

During 1975 MAP also undertook various efforts in the area of institutional revitalization. For example, what came to be a long-standing, helping relationship with the Center for World Studies in Grand Rapids, Michigan, was begun. On campus, MAP worked with the East Asian and the Soviet and East European Studies program to assist them in developing "outreach" activities aimed at meeting the needs of school and community groups. Work also began on a social studies department chairperson's handbook, using as a model *A Handbook for Departmental Leadership in the Social Studies*, which had been developed for the National Council for the Social Studies by the just-concluded Diffusion Project. While the Handbook was not one of its central concerns, MAP did introduce the document at various meetings on the grounds that stronger social studies department leadership would, in the long run, help the global education effort.

The MAP staff represented the interests of global education at numerous conferences and consulting situations, a type of representation that continued through the project's life. These informal contacts, while difficult to assess in terms of their direct impact, did nonetheless lead both to additional opportunities to participate directly in teacher training activities and to help the MAP staff stay in touch with developments in the field. It would be difficult for a linkage project such as MAP to operate effectively without developing and maintaining numerous informal contacts.

It was also during this period that MAP began working with four Teacher Associates at the Social Studies Development Center. It wasn't until the 1977-78 academic year that MAP was actually able to support its own teacher associate (a social studies teacher on leave from his/her school, with his/her salary paid 50 percent by the school district and 50 percent by MAP). The four teacher associates supported by another project at the Social Studies Development Center were able to assist MAP in major ways during the 1975-76 academic year. For example, they were the primary developers of *Interdependence: Indiana and the World*, a poster-based teaching unit which later led to the production of *Your State and the World*. They also assisted with planning and conducting workshops, revising bibliographies, and in countless other ways with the day-to-day tasks associated with a project like MAP.

January, 1976-December, 1976

The unusual nature of MAP was highlighted during this second year when there was a change in the Lilly Endowment program officer to whom the project was assigned. It is difficult enough to assess the merit of a project if one is associated with it from the beginning and the objectives and "products" of that project are typical—e.g., to produce

a new set of world history materials or to retrain teachers in the use of a particular question-asking style. At least the results of such "typical" projects are tangible: a set of materials or measures of growth in teacher skills. But what indicators of success does one look for when one's association with the project begins after it is well underway and the project's major objectives are:

> . . . to help clarify goals and objectives, improve communications, mobilize resources, recruit and train personnel, and to strengthen leadership in the field of global education. (Annual Report to the Lilly Endowment, December, 1976, p. 1)

Two publications aimed at clarifying goals and objectives in global education appeared during this period. One was a paper by Professor Lee Anderson entitled, "What Are Global Perspectives?" The second was a joint paper by Lee Anderson and James Becker, director of MAP, entitled, "The Role of Social Studies in the International Education of Children and Young People," published by UNESCO and used as a working paper for an international conference involving 14 nations. During this year MAP also worked with the International Studies Association on "Guidelines for Initiating and Improving International Studies in the Secondary Schools" and on "Guidelines for International Studies." Work also began on the Michigan Guidelines for Global Education, again with MAP involvement.

MAP continued to work at improving communication in the field by serving on advisory boards, attending professional meetings at the state, regional, and national levels, and having exhibits at professional meetings and at special events such as the International Fair sponsored by the International Center of Indianapolis. During this year MAP representatives spent 146 days in the field. In addition, hundreds of phone calls and scores of letters flowed

between MAP headquarters and various agencies and individuals in the field.

Various joint ventures also moved ahead. For example, MAP's interest in international trade served as the basis for a working relationship with the International Trade Division of the Indiana Department of Commerce. That division asked MAP if it could display and distribute copies of *Interdependence: Indiana and the World*, the poster teaching unit mentioned earlier. MAP also arranged for a representative of the division to make a presentation at the National Conference on Citizenship, held in Kansas City in September of that year. The division, along with the U.S. Department of Commerce Regional Office in Indianapolis, cooperated in making available current trade data, and early discussions were begun on a project that a year later would result in the publication of *Mid-America Trades with the World*.

It was during this period that Ann Ely, Director of Educational Services of the *Indianapolis Star* and *Indianapolis News*, and a small group of teachers began work on *Indy and the World*. An example of MAP's efforts in the recruiting and training of leaders for the field is the work done in Illinois with the cooperation of the Illinois Office of Education and the Illinois Council for the Social Studies. During this year the Illinois Office of Education reorganized and shifted its school assistance effort to a series of regional service centers. After discussions with Ann Pictor, the State Social Studies Consultant, and Gene Miller, Executive Secretary of the Illinois Council for the Social Studies, it was decided that an effort would be made to identify and train a number of teachers who could serve as global education consultants to the schools. The plan was to train such people and then make their names available both through the regional service centers and through the Council. MAP participated in planning and conducting the

training sessions, supplied global education materials for the training sessions, and supported a graduate student, Charles Ramer, who worked with Professor Miller in coordinating requests for the services of consultants.

During the summer of 1976 both the MAP director and associate director participated in week-long "We Agree Global Education" workshops sponsored by the Kettering Foundation. Each served as a "participant consultant" to the Kettering workshop leaders and offered suggestions on how the workshops might be modified. This effort eventually resulted in a project entitled "School Improvement Through Global Education," sponsored by the North Central Association of Schools and Colleges.

By the close of this year MAP had produced a number of printed materials, most of them in mimeographed form, since it was MAP's intention not to invest major resources in the production of polished products but instead to develop materials to the working-draft stage as examples of what might be done, and to allow others who might find them useful to adapt and complete final stages of development. By way of review, the materials available by the close of 1976 were as follows:

What Are Global Perspectives? A paper by Lee Anderson discussing objectives for global education. This paper was also reproduced and distributed by the Center for Global Perspectives in New York.

Interdependence: Indiana and the World. A teaching unit, student data packet, and teaching suggestions by Patricia Basa, Ed Brennan, Tony Codianni, and Regis Birckbichler, four teacher associates.

Illinois and the World. This is similar to the above unit but without the poster. It was developed by David Victor, a former teacher associate.

Global Perspectives Handbook. A series of eight lessons built around topics such as food, population, energy resources, and differing future scenarios, and includes a bibliography, by David Victor and Richard Kraft, former teacher associates.

Selected Sources of Information, Materials, and Teaching Ideas. An annotated list of newsletters, bulletins, and journals emphasizing global topics and teaching strategies, by the MAP staff.

A Global Perspective Bibliography. This includes annotated readings for teachers and curriculum planners, resources for classroom use, media guides, and simulation games, by Patricia Basa, Ed Brennan, Tony Codianni, and Regis Birckbichler.

Peoria and the World. A newspaper-based teaching unit by Sallie Whelan and three Peoria teachers: Kay Bennett, Meredith DeGood, and Jan Smith.

Thus, 1976 probably came as close to being a "typical" year as any during the life of the MAP project. The staff traveled extensively in the process of working with others on projects, workshops, and publications. Hundreds of pieces of materials were distributed, letters answered, phone calls made, and presentations delivered. MAP had become one of "the places to call" to find out what was going on and where one could get help in global education. For the staff, 1976 was a hectic, productive year.

January, 1977-December, 1977

During this year global education gained momentum in ways that could be unmistakably observed. While MAP does not claim direct responsibility for these events MAP staff was directly involved in most of them. Such developments certainly are what was intended by MAP's goal of, "helping to create more favorable conditions and increased opportunities for needed improvements in the global perspectives of children and youth in the United States."

A brief review will give the reader some sense of how global education seemed to gather strength during 1977.

For example, the Commissioner of Education appointed a Global Education Task Force to study and recommend needed national efforts in the field as well as to recommend what the role of the Office of Education should be in helping to promote global education. The MAP director was appointed to the Task Force. The Council of Chief State School Officers policy statement listed global education as one of the areas deserving high priority and sponsored a national conference on global education. At that conference *Your State and the World,* a teaching unit developed for the Council by MAP, was distributed to the 50 Chief State School Officers. The National Endowment for the Humanities continued its grant to Global Perspectives in Education, Inc., to develop global education curriculum materials. The National Association of Secondary School Principals created a task force on global education and devoted an issue of its *Curriculum Report* to that topic. The Global Development Studies Institute prepared a model curriculum, some guidelines, and case studies, all designed to assist schools in improving their global education efforts.

During 1977, states within the MAP region took major steps in the global education area. Kentucky held a series of sixteen one-day workshops on global education at which their version of *Your State and the World (Kentucky and the World)* was distributed. The Michigan State Board of Education issued its "Global Education Guidelines" and the State Department of Education funded four Title IVC innovative programs in global education. The Illinois Office of Education printed and distributed 2,000 copies of two publications—*Interdependence: The World in Your Community* and *Your Community in the World,* one an adaptation of David Victor's *Illinois in the World;* the other adapted from *Your State and the World.* Illinois also assumed responsibility for coordinating the global education

consultant efforts which previously had been supported in part by MAP. The Indiana Department of Public Instruction began work on *Indiana and the World,* its version of *Your State and the World,* and continued distributing *Interdependence: Indiana and the World,* the MAP developed poster teaching unit. First steps were taken by the Ohio Council for the Social Studies to produce *Ohio and the World,* again with MAP support and encouragement.

The development and distribution of *Your State and the World* was a major activity during the first part of 1977. Developed at the request of the Council of Chief State School Officers, *Your State and the World* consists of 33 teaching activities, including teaching suggestions and student handouts, and a directory of materials and resources. After its introduction at an April conference sponsored by the Council of Chief State School Officers, *Your State and the World* quickly became one of MAP's most popular publications. As this report is written, six states either have or are in the process of adapting it, using data relevant to their particular situations. The Council's original interest in such a publication stemmed from *Interdependence: Indiana and the World,* an earlier MAP publication.

This year also saw the publication of a second major paper by MAP, this one the discussion draft of Lee Anderson's *Exploring the Emergent Meaning of Global Education,* a 274-page paper dealing with definitional and conceptual issues in global education. Late in April, MAP sponsored a conference in Bloomington attended by key persons from MAP's five-state region with the addition of a few leaders at the national level. The three-day conference was designed to discuss *Exploring the Emergent Meaning of Global Education* and to provide additional data for the final chapter, which was to deal with barriers and opportunities for improving global education in the schools.

During the fall of 1977, a major global education effort was launched in Kentucky. Under the leadership of Helen Worthington, State Social Studies Supervisor, sixteen drive-in conferences for Kentucky were conducted. The entire morning of each one-day conference was devoted to global education. Each person attending the conference was given a copy of *Intercom 84/85* and *Kentucky and the World*, along with numerous other materials. A MAP representative made the opening presentation at each conference and conducted "hands on" activities involving participants in demonstrating some of the lessons in *Kentucky and the World*. In total, some 780 teachers were involved in these introductory global education sessions. Follow-up activities to the one-day conferences were conducted during 1978.

Michigan also made a significant move to promote global education during 1977 when its State Board of Education issued a set of global education guidelines. In March, 1976, MAP and the Michigan Department of Education organized a two-day planning meeting involving about forty key educators from that state. It was at this planning meeting that the group decided that unlike other states in the MAP region, the development of state guidelines should be the top priority task in Michigan. As already indicated, four ESEA Title IVC global education projects were also begun during 1977. MAP staff were involved directly in the training activities of three of those projects during that year.

During the early spring of 1977 MAP underwent a major mid-project evaluation, as stipulated in the contract with the Lilly Endowment. Lilly appointed two outside evaluators and commissioned them to evaluate the project and recommend whether the funding for the final eighteen months should be provided. After reviewing all of the materials and reports which MAP had provided the Endowment, the evaluation team requested additional data, which MAP provided. This was followed by a two-day site visit which in turn was followed by telephone contacts with many of MAP's clients. The outcome of the evaluation was the $90,000 funding of the final eighteen months of the project, i.e., from July 1, 1977 through December 31, 1978. The final grant from the Lilly Endowment Inc., brought the total Lilly support of MAP to $490,000.

While only a sample of events have been outlined here, it should be apparent that 1977 saw no change in the basic strategy being employed by MAP. The focus continued to be on the events that MAP clients considered important to accomplishing their goals. The fact that the five states chose quite different approaches to promote global education is further evidence that for projects to promote a single approach to educational improvements is probably inappropriate.

January, 1978-December, 1978

Early in 1978, *Mid-America Trades with the World* was released and within the next six months, over 1,000 copies were distributed to teachers, supervisors, directors of economic education programs, and officers of international trade organizations. The enthusiastic and positive response to the publication confirmed a major assumption behind the publication, i.e., that there were few publications which explained in easy-to-understand language both the scope and working of international trade in the Midwest area.

During the same year, work proceeded on adaptations of *Your State and the World* in Ohio, Indiana, and Minnesota. In Minnesota the work was carried out by Robert Erickson, the MAP teacher associate during 1977-78. *Minnesota in the World–The World in Minnesota* was completed in De-

cember, 1978, and is available from the Minnesota Department of Education.

The bibliography of global education materials, originally developed in 1976, was revised as demand for the publication continued. In consultation with Charles Johnson, of the Lilly Endowment, Inc., a fund-raising brochure was developed. The brochure was used extensively in the numerous attempts that were made to find further funding for MAP.

The MAP staff continued to make presentations and conduct workshops at professional meetings. For example, workshops were conducted at the National Council for the Social Studies Regional meetings in Minneapolis; at state council meetings in Indiana, Ohio, Michigan, and Illinois; and in local meetings in Oakland, Flint, Lansing, Grand Rapids, and Marquette, Michigan; Columbus, Ohio; and Bloomington and Gary, Indiana.

Two unique conferences were also conducted during this year. MAP, in cooperation with the Longview Foundation, the Indiana Office of Public Instruction, and the Indiana Council for the Social Studies, sponsored a one-day conference for college social studies educators.

Shortly after the Indiana conference, the participants from Kentucky expressed an interest in holding a similar conference for teacher educators in that state. Joint planning efforts involving the Kentucky Department of Education, the Kentucky Council for the Social Studies, and the University of Kentucky resulted in a similar conference in Lexington in early May. As was typically the case, MAP funds provided only partial support for the effort.

In April, MAP, in cooperation with the Embassy of Japan in Washington, D.C., and the United States-Japan Trade Council, sponsored a two-day conference on teaching about Japanese-American relations. More than seventy educators attended the meeting. All were sent a

follow-up mailing, which included participant-generated teaching ideas.

During the summer of 1978, MAP took an active role in promoting awareness of the Kettering Foundation/North Central Association of Schools' newly developed *School Improvement Through Global Education Program*. MAP sent draft copies of the two booklets to state social studies supervisors and the executive secretaries of the state social studies councils in the MAP region. When a four-day introductory conference was held near Chicago in August, MAP sent six people from the MAP region. During the fall the MAP staff participated in another development project initiated by Jon Kinghorn of the Kettering Foundation. This effort involved the development of a checklist which schools could employ to determine the extent to which their staff, students, and curriculum had a global orientation. The publication, bearing the names of its joint sponsors, is scheduled to be published in 1979.

In December, 1978, MAP issued a major publication. Early in the project Professor Lee Anderson was employed to assist MAP with the task of conceptualizing the global education field. The draft version of this major conceptual effort was *Exploring the Emergent Meaning of Global Education*. MAP structured various meetings and conferences to obtain reactions to this lengthy paper. On the basis of that feedback and considerable additional study and research by Professor Anderson and a number of his colleagues, a final document was developed. The title was changed to *Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education*. The document also doubled in length. In addition, a 30-page summarization prepared by Don Robinson was published and widely distributed.

In the opinion of the project staff SCHOOLING will prove to be a major contribution to the theoretical

development of the field. Since its distribution comes at the very time this report is being written, it is impossible to document that assumption, but we are confident that future efforts in this field will frequently cite SCHOOLING.

Early in 1978 MAP asked the Indiana Center for Evaluation to conduct a third-party evaluation of the project. Reference to this evaluation is made in the next section of this report.

The final few months of MAP saw a flurry of activity by the federal government. During the fall of 1978 President Jimmy Carter appointed a Presidential Commission on Foreign Language and International Study. The MAP staff provided both written and verbal input to the Commission. Since the Commission will not report until October, 1979, one can only speculate about the exact nature of the recommendations which will be issued. However, from the vantage point of December, 1978, it appears that the global education movement will receive a strong endorsement from the Commission.

Outside Evaluation

In January, 1978, MAP arranged with the Indiana Center for Evaluation for the gathering of data for an objective assessment of the impact of the project. Questionnaire forms were mailed to 131 persons recommended by MAP who had had considerable contact with the project and were therefore qualified to make statements about it and to 34 other persons selected at random from among those who had requested materials from MAP.

The respondents expressed an overwhelming confidence in the value of MAP's activities and faith in its leadership. The findings of this survey clearly suggest the importance of personal contacts and identify the most important MAP strategies as workshops, publications, and dissemination of curriculum materials.

Most persons interviewed expressed concern over persons "from the outside" coming into an area and imposing materials, methods, or philosophies on the community which were not appropriate or relevant. These persons expressed the general opinion that it was difficult at best for outsiders to understand local needs and appreciate limited resources that were available. This guarded skepticism generally did not hold true for persons responding to

the survey or to those who were interviewed when MAP was discussed. The following "in-vivo-statements" were made and subsequently recorded.

> Personally I like the approach in terms of the MAP, that is using your own local area as a beginning point. We like the idea of Indiana and the World, . . . well, we're just very strong on the —because we are a very conservative community we have low-keyed the multinational issue—

One possible explanation for the apparent confidence in MAP is that many respondents had prior knowledge of Jim Becker and/or Gerald Marker's professional reputations. Another may be that both respondents and MAP share a particular strategy or method. A third thought may be that respondents perceived that MAP wanted to quietly remain in the background and were not threatened. A fourth explanation offered is that persons who disagreed strongly did not respond, or expressed their disagreement only mildly.

Discussion and Implications of the Outside Evaluation

It is our opinion that the very nature of MAP activity can be traced to an unrecorded (for the most part) dynamic mode of operation. This has led to the creation of a network, not limiting itself to dealings with the MAP organization, but extending to key individuals with a common interest in global education beyond the five states. It is hypothesized that this network accounts for, and can be linked to the decision-making process, strategy, everyday occurrences, and planning by the Mid-America Program.

There is as yet no fully accepted and definitive body of concepts related to network study. On the one hand, networks can be understood as egocentric structures which are defined with regard to a single individual. On the other hand, networks are conceived as ramifying chains of

dyadic relationships involving specific fields of activity. The assumption is that the individual ego can be separated from the structures which they form with other people.

Apparently, there has been and continues to be a need to obtain and share information that requires the cooperation of others involved in global perspectives. Networks may have an important impact on the Mid-America Program and its consumers in the following ways:

1. By facilitating communication which helps to reduce isolation and alienation of people in global education by providing a sense of community with sympathetic observers, advocates, and colleagues
2. By providing access to resources otherwise difficult to obtain
3. By allowing for low-cost access to information
4. By encouraging interaction and collaboration across the five state impact area
5. By involving connections between people with compatible values, interests, and outlooks in the promotion of global perspectives in education

What then are the implications of this particular MAP network and the strategies which it employs? In order to understand the network one must understand the underlying Becker mind-set.

It is James Becker's philosophy that people must have ownership in the process and product, but it is not important to view the world as something out there. Rather, that it starts in your own town, as expressed in *Indiana and the World*.

Becker advised a colleague on one occasion that "we really can't 'effect' change; we can understand change, we can influence change". . . .

A critical concept that arose time and time again was the idea of "fertile" territory. One respondent said, "When Jim came long and I had the enthusiasm, together we were able

to do it. It was 'just the time'. We don't know why those things happen but we picked up on it."

Is MAP a function of the social climate of the times? Does it owe its success to student unrest, and Vietnam in the 60's, wheat sales to Russia and the Arab embargo in the 70's? Has it been an evolving kind of thing as one respondent told us?

MAP developed at a time when there was a coalescence between an emerging professional interest in global education at all grade levels and an imperative need brought about by such global issues as food, population, and the like.

Do similar organizations like the Center for Global Perspectives and replicas of MAP have a future—will energy be sold as the *newest global concern* and see us safely into the year 2000?

Or are we faced with the impression of one global educator who very seriously remarked that "the awareness is there—but society seems to be pulling back; there is no commitment to action. . . "

It is suggested that MAP is an "effective" network of an "egocentric" nature headed by James Becker and permeated by all three purposes cited in the literature:

a) *communication and information*-characterized by professional and personal links
b) *exchange*-where the individuals are related to each other by a set of interactions which may have implications for others, example—world famine.
c) *normative*-where persons perform tasks, pass information among themselves, and enter into arrangements with one another with regard to the alliances and the set of beliefs, values, and ideas that they share.

If this may be imagined to be true, what happens when MAP ceases to exist? Do James Becker and Gerald Marker merely change their clothes and don a new hat, alerting

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their audience to a new global need—a new global education project? One respondent suggests so:

> "Abolish MAP and I still have J.B., G.M., & H.M. to serve as resources. MAP can stay or go, but keep the MAP people healthy."

The program nears its end with unanswered questions—How many people can the MAP network maintain, and what types? And, what happens when as all men must, this one passes on?

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Summary of Self-Evaluation

What have we learned? Reflections on MAP after more than four years of operation by those too close to be objective suggests a number of general insights or homilies.

a. It takes time—five years may be a minimum to test an idea or strategy. Two or three years may indicate whether the people who propose the idea know what they are doing, whether they can make a proposal operational, but significant change usually takes longer.
b. A major lack in most projects is understanding schools—their culture, their relationships to a host of other agencies that help shape their agenda—publishers, parents, professional associations, accrediting agencies, media, colleges and universities, youth groups. The culture of the school ought to be a required course for all project heads.
c. Empire building vs. helping schools change. The bigger budget-bigger staff syndrome. Everyone wants to coordinate, centralize our decentralized system, or get control over some part of it. Change it by getting control of parts of it. This is in our view impossible and undesirable.

There is a fetish for neat, clean, slick-looking operations and products. The world is complex, a mixed bag, and seldom permits one to stay in touch with reality and still be "slick and clean."
You can seldom help bring about change and take credit for it. You must decide which is more important.
Learn to be sensitive to and capitalize on the natural events in the schools and other educational agencies—this affects the timing and tempo of project efforts and is crucial in determining whose needs will be served.
g. Recognize your limited but important leverage in a complex system. How do you influence a system you do not control? Find out where it is most vulnerable to your kind of influence—where you can work with others to mutual advantage.
h. Money is seldom the major problem; schools with adequate funding still find that identifying, agreeing upon, and implementing new priorities is very difficult.
i. Start evaluating your efforts from the beginning of the project. Assign someone to collect needed documentation. It saves lots of trouble later.

We believe that taking these lessons to heart would result in better, more useful projects.

It is difficult to estimate the extent to which the young professionals who were trained at MAP will be able to maintain their involvement in global education efforts. The lack of a professional reference group, e.g., an Association for Global Education, and the fact that there are few departments or programs for global education at the higher education level, means that whatever attention they devote to global education will likely be in addition to their full-time jobs. Projects such as MAP, which allow professionals the opportunity to devote themselves to

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global education on a full-time basis are rare. However, by building and maintaining networks of people who have had such experiences, MAP and other similar projects can help sustain efforts to improve and expand global education in the schools.

Some projects have the training of professionals as their major goal and devote the bulk of their resources to that task. That was not the case with MAP, which had multiple goals, only one of which was the training of leaders for the global education arena. As already indicated, the situation in regard to recruiting and training leadership in global education is complicated by the fact that there is a lack of professional reference groups in the form of associations, scholarly journals, or departments at colleges and universities. Global education is not alone when it comes to lacking these reference mechanisms, but that hardly makes the problem created for the young professional any less real. It seems likely that some time during the next few years a global education association will be formed and a journal begun. If and when that occurs, developing sustained leadership in the global education arena will become considerably less difficult.